

# Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



# Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

# Interpretive – Before/During/After



- Discussion
- Prediction
- Questioning
- Brainstorming
- Setting purpose



- Guided
- Active
- Silent
- Individual



- Clarify
- Reinforce
- Extend knowledge

# Before Reading: Prediction

Brainstorm vocabulary, create questions





# Before Reading: Prediction



- Students write:
  - headline
  - photo caption
  - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

# During reading



- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

## ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

# After reading

## Extend to other modes



### Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the “dangerous” things you have done.

### Presentational

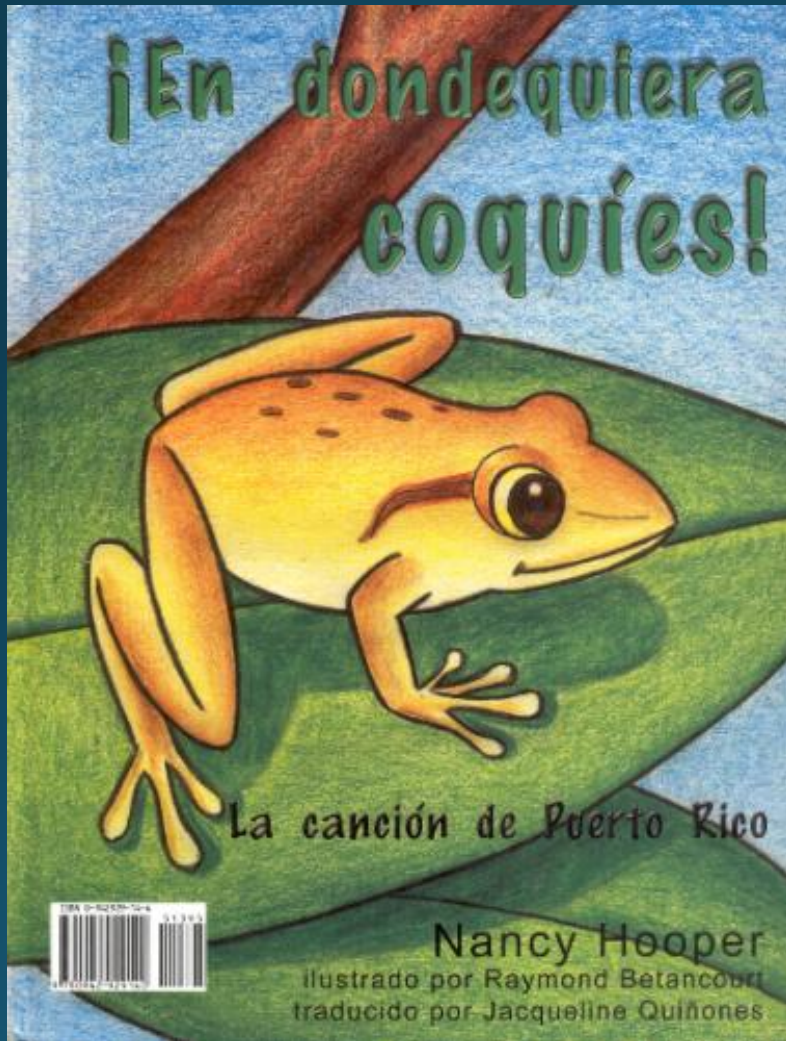
- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.



# Everywhere Coquis! / ¡En dondequiera coquíes!

Nancy Hooper

ISBN 0942929144



A  
C  
T  
I  
V  
E



# A.C.T.I.V.E.

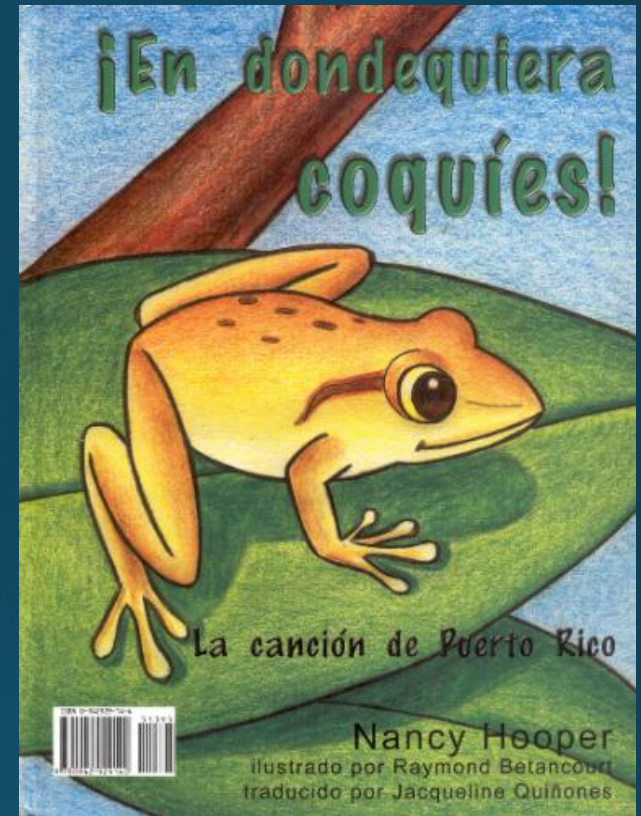
## Ask Questions

*Moving from text explicit  
to text implicit*

Who?  
Where?  
If....then?

What?  
Why?  
Who can?

When?  
Which would?  
How did?



# A.C.T.I.V.E.

## Ask Questions

All the coquis lived quite happily in the rain forest. They slept all day and sang all night, and their numbers grew and grew. Even little coquí babies learned to sing their name “co-quí, co-quí, co-quí,” soon after they were born.

All the musical coquí voices were loud and clear during the dark, tropical nights. But there was one problem.

Hundreds of green parrots lived in the same rain forest. And unlike the coquís, the parrots chattered all day....but slept all night. Or tried to.

# A.C.T.I.V.E.

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

Read aloud a short text and  
think aloud your comments.

Interesting idea

I disagree

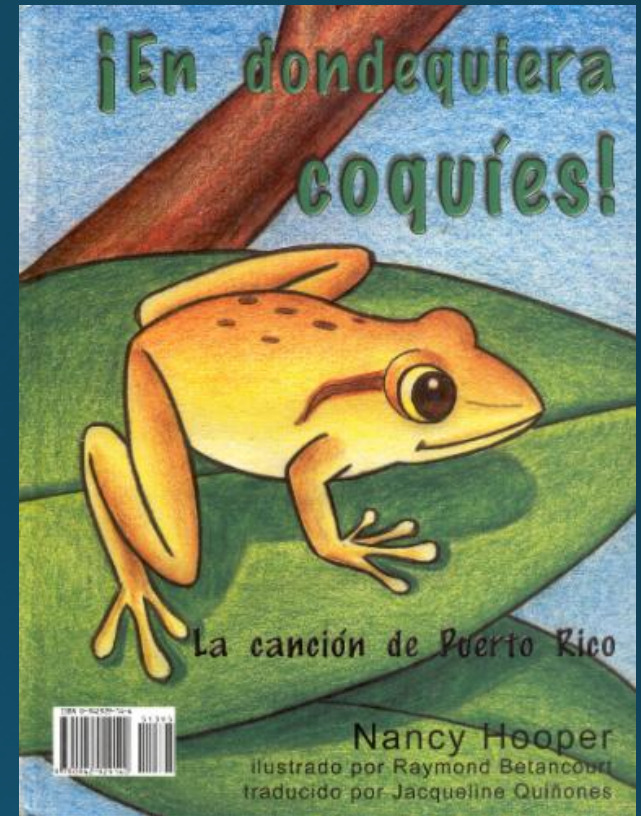
I remember

I wonder

I'm confused

Important idea

I'm surprised



# A.C.T.I.V.E

Connect:

- Text-to-self
- Text-to-text
- Text-to-world

At first, the parrots were mystified by the sounds they heard at night. Soon they became quite irritated by all the noise. "What kind of bird is it," they wondered, "that sings all night and sleeps all day? That is so rude!"

One night, the grumpy parrots shouted, "Be quiet, birds! Go to sleep so we can sleep too!"

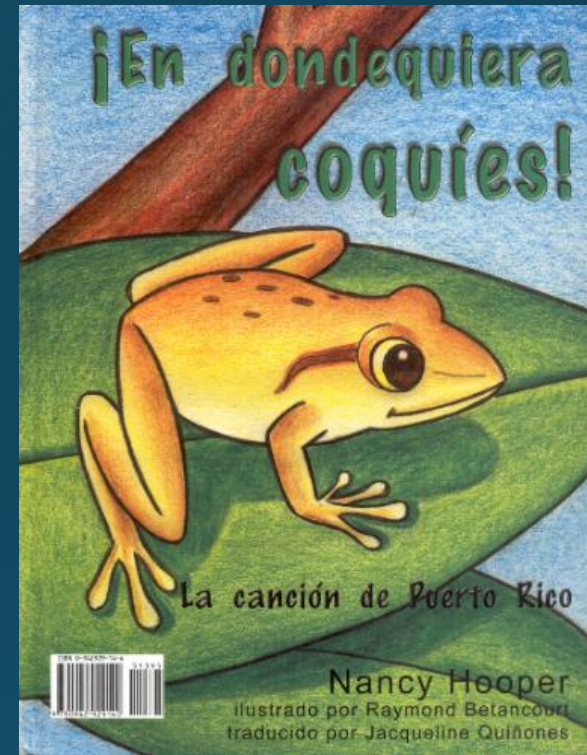
But the coquís were coquís and not birds, and they did not understand that the parrots were shouting at them. They kept singing, "Co-quí, co-quí, co-quí."



# A.C.T.I.V.E

## Track Down

Determine the most important ideas and themes.



Word level - pick out the words that carry the meaning of the sentence

Sentence level - pick out key sentences

Text level - pick out key ideas, concepts and themes

# A.C.T.I.V.E

## Track Down

Now the parrots really got angry. They swooped down, looking everywhere for a noisy flock of birds. They searched high and low but no matter where they looked, they never found a single singing bird.

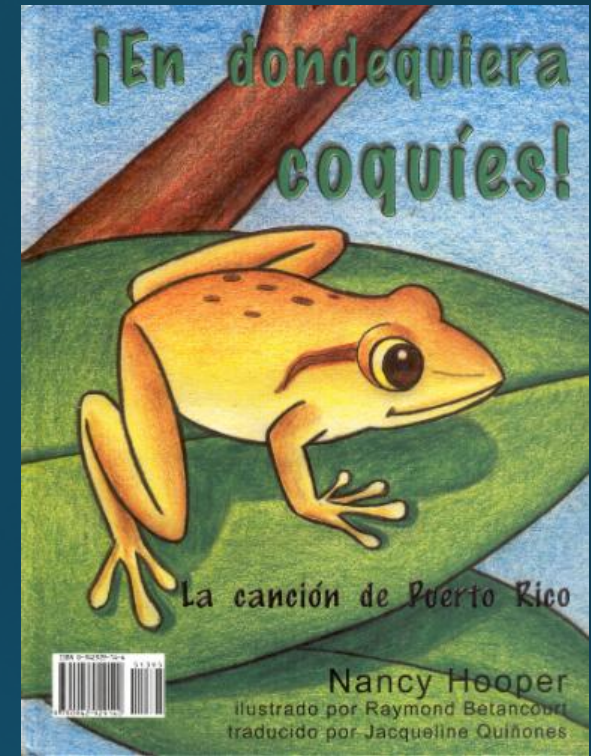
But they really frightened the little coquí! Hiding under the branches and leaves, they could see the parrots swooping and squawking.

So in the middle of the night, the terrified coquí silently hopped as fast as they could, out of the rain forest.... and away from the parrots.

# A.C.T.I.V.E.

## Making Inferences

Make inferences by creating personal meaning or by creating a meaning that is not stated explicitly.



Good readers use their prior knowledge and information from the text to draw conclusions, make judgments and predictions, and form interpretations about what they are reading. Allow great latitude for inferences provided that the reader can defend his or her inferences with a description of relevant, prior knowledge and specific text.

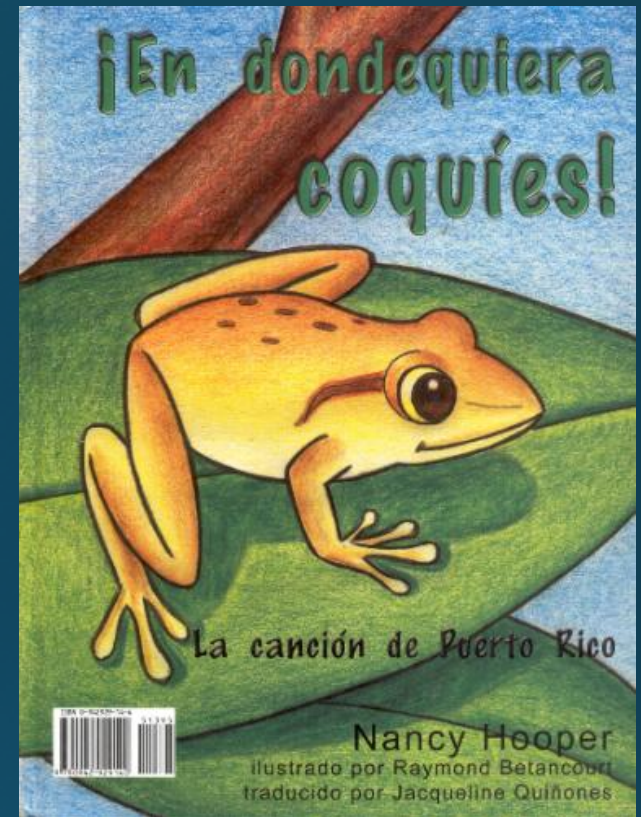
The next morning, they came to the countryside. They were tired so they stopped to rest in the garden of a pretty pink house. As they rested, the coquíes watched the man and woman who lived in the house. They were both artists, and they made typical Puerto Rican crafts. Today they were making *vejigante* masks of *papier-mâché* to sell at festivals around the island; sometimes they carved miniature figures of the saints, called *santos*. The coquíes enjoyed living in the countryside, and their songs each night were joyful and loud. Again, the parrots became irritated and searched for the birds....Again, the tiny frightened coquíes had to hop through the night.....



# A.C.T.I.V.E

## Visualizing

Create visual and other sensory images during and after reading.

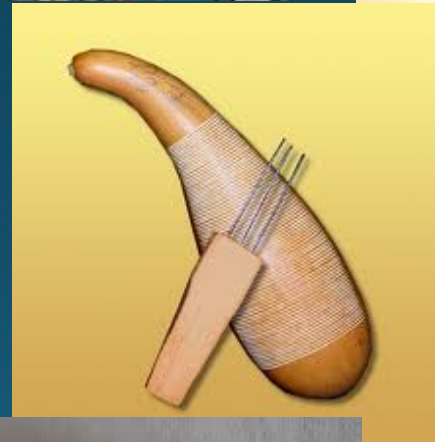


Ask students to read, discuss and then draw what they see happening in the text. Drawings should be done so that they can be shared with others. Students might also be asked to select a song that relates to the text.

# A.C.T.I.V.E

## Visualizing

*claves*  
*güiros*  
*maracas*  
*cuatros*  
*vejigante*  
*masks*

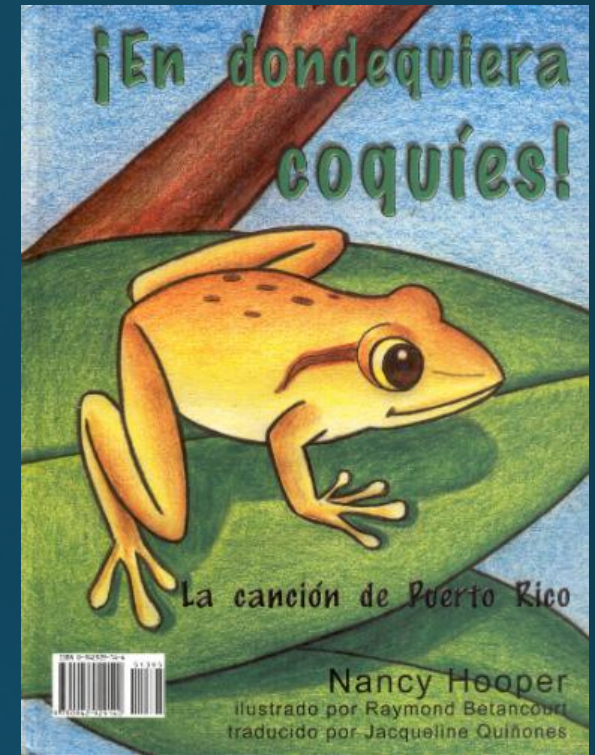


# A.C.T.I.V.E

Extend!

Retell or synthesize what  
has been read.

Good readers attend more directly to character, setting, conflict, sequence of events, resolution, and theme in fiction and to text patterns such as description, chronology, cause and effect, comparison/contrast, and problem/solution in nonfiction. They use their awareness of these elements to make decisions about overall meaning.



# R.A.F.T

Role	Audience	Format	Topic
parrot	coquís	letter	Complaining about the noise
parrot	coquís	song	Begging them to return
coquís	parrots	note	Apologizing for keeping them awake
people of Puerto Rico	coquís	poem	Expressing how much you love their sounds and what they mean to you
?	?	?	?

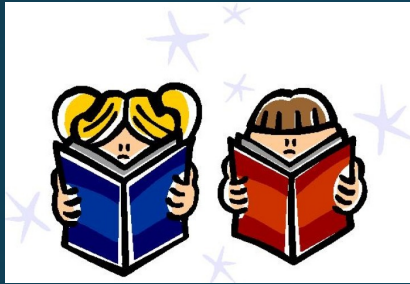




Juan Ponce de León, the explorer, was born in Valencia, Spain, in 1460. As a teenager he joined Spanish forces that defeated the Moors. In 1493 he accompanied Cristóforo Colombo in his second voyage to America. Later Ponce de León was granted a commission to explore Borinquen. He then set out to colonize the island of San Juan Bautista and build the first settlement called Caparra. He served as first governor from 1509-12. During his term as governor the island's name was changed from San Juan Bautista to Puerto Rico. Ponce de León went on to achieve other accomplishments. His tomb is found at the San Juan Cathedral in Old San Juan. His family estate is the Casa Blanca, another popular tourist site.

# Read-Cover-Remember-Retell

1



Read

3



Remember

2



Cover

4



Retell

# Retelling

1. Teacher reads a passage aloud.
2. Each student reads the same passage on their own, continuing to read and reread the passage until he is able to write a retelling in his own words.
3. Student writes a retelling.
4. Students share their retellings, noting the differences.

# Magnet Summaries

Students use this strategy to identify key words. Then, they use those key words to write a summary.

soldier explorer  
Columbus  
colony Puerto Rico  
governor, tomb, estate

Juan Ponce de Leon was a soldier and an explorer. He fought for Spain, then traveled to the new world with Columbus. There, he became governor of Puerto Rico. Today you can visit his tomb and his former home.



# LO QUE APRENDEN LOS NIÑOS

Los niños japoneses comienzan el primer curso de enseñanza primaria en el mes de abril, una vez cumplidos los seis años. En una clase típica de enseñanza primaria hay alrededor de 30 a 40 alumnos. Entre las asignaturas que estudian se encuentran el japonés, la aritmética, las ciencias, los estudios sociales, la música, la artesanía, la educación física y la economía familiar (para aprender técnicas sencillas de cocina y costura). El número de escuelas de enseñanza primaria en las que se imparten clases de inglés es cada vez mayor. La tecnología de la información se utiliza cada vez más para mejorar la enseñanza y la mayor parte de las escuelas disponen de acceso a Internet.

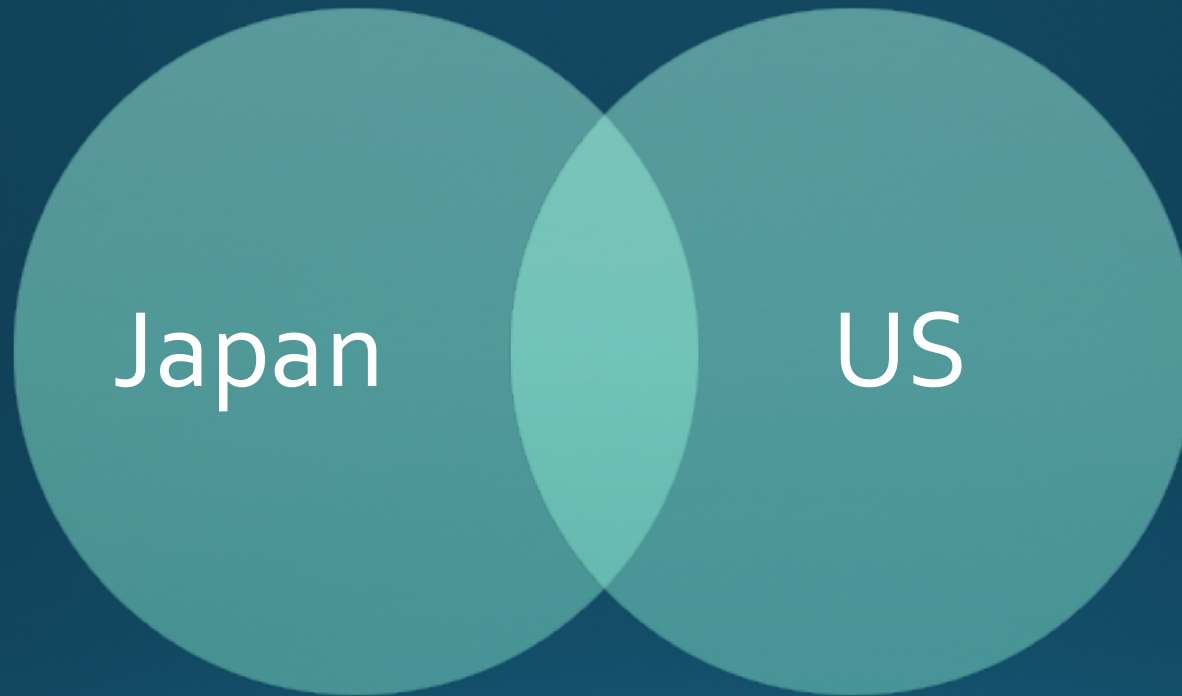
[http://web-japan.org/kidsweb/explore/spanish/spain/es\\_schools.html](http://web-japan.org/kidsweb/explore/spanish/spain/es_schools.html)

# Key words – find and explain

1. abril
2. 30 a 40 alumnos
3. seis años
4. asignaturas
5. cocina
6. se imparten clases de ingles
7. acceso a internet

Remember: Everything is done in the target language.

# Compare and contrast



What system do you prefer? Why?

Remember: Everything is done in the target language.

14 de febrero - Día de los enamorados

# San Valentín

datos curiosos  
del día más romántico del año



¿En que país  
latinoamericano  
se festeja más?

Este año en promedio **83.6%**  
de los latinoamericanos dijeron  
que pensaban festejar **San Valentín**

Los países donde más se festejará serán...





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Remember: Everything is done in the target language.

Proof for		Proof against
	Valentine's Day is very popular in Latin America.	
	About half of all Mexicans celebrate St. Valentines' Day	
	A clear majority of Latin Americans plan to celebrate Valentine's Day.	
	Only 3 countries in South America celebrate St. Valentine's Day.	

### Process:

1. Students complete proof for/proof against individually.
2. They pair and compare answers.
3. They collaborate to write additional statements.
4. They combine with another pair to share statements.
5. They write 2 additional statements and exchange with another pair.